Volunteer

THE PEACE CORPS VOL IX NOS 3-4 MAR-APR 1971

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Cover
"Don't talk about a better world—get out and make it better" is a challenge for all Americans. The opportunity is now possible with the President's new agency for voluntary service (see opposite page). The words are Barkley Moore's, Peace Corps Volunteer in Iran, who has proved what one man can do to help his fellow man.

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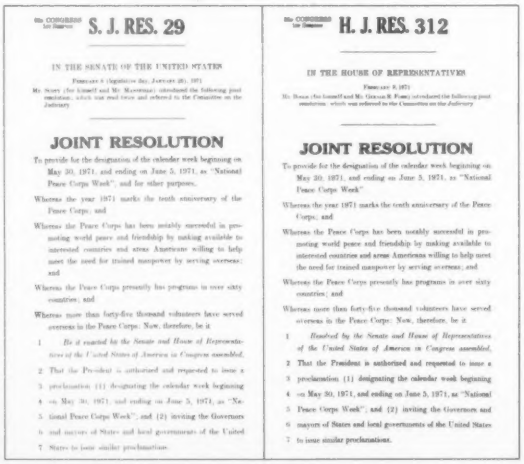
NATIONAL PEACE CORPS WEEK—MAY 30-JUNE 5, 1971



S. J. RES. 29

IN THE SENATE OF THE UNITED STATES

JOINT RESOLUTION

To provide for the designation of the calendar week beginning on May 30, 1971, and ending on June 5, 1971, as "National Peace Corps Week", and for other purposes.

Whereas the year 1971 marks the tenth anniversary of the Peace Corps; and

Whereas the Peace Corps has been notably successful in promoting world peace and friendship by making available to interested countries and areas Americans willing to help meet the need for trained manpower by serving overseas; and

Whereas the Peace Corps presently has programs in over sixty countries; and

Whereas more than forty-five thousand volunteers have served overseas in the Peace Corps: Now, therefore, be it

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

That the President is authorized and requested to issue a proclamation (1) designating the calendar week beginning on May 30, 1971, and ending on June 5, 1971, as "National Peace Corps Week", and (2) inviting the Governors and mayors of States and local governments of the United States to issue similar proclamations.

H. J. RES. 312

IN THE HOUSE OF REPRESENTATIVES

JOINT RESOLUTION

To provide for the designation of the calendar week beginning on May 30, 1971, and ending on June 5, 1971, as "National Peace Corps Week"

Whereas the year 1971 marks the tenth anniversary of the Peace Corps; and

Whereas the Peace Corps has been notably successful in promoting world peace and friendship by making available to interested countries and areas Americans willing to help meet the need for trained manpower by serving overseas; and

Whereas the Peace Corps presently has programs in over sixty countries; and

Whereas more than forty-five thousand volunteers have served overseas in the Peace Corps: Now, therefore, be it

Resolved by the Senate and House of Representatives of the United States of America in Congress assembled,

That the President is authorized and requested to issue a proclamation (1) designating the calendar week beginning on May 30, 1971, and ending on June 5, 1971, as "National Peace Corps Week", and (2) inviting the Governors and mayors of States and local governments of the United States to issue similar proclamations.

beginning a new era

Officially it's *Action,* but it is rapidly becoming known as the *Action Corps.*

It's the new volunteer agency first proposed by President Nixon in his University of Nebraska speech (January 14), and now officially requested of Congress in a message Mr. Nixon sent to the Hill on March 24. It carries forth the President's belief that the government must "find effective ways of enlisting the dedication and idealism of those young Americans who want to serve their fellow man."

Action consolidates the Peace Corps, VISTA and seven other volunteer agencies, centralizing management of 15,000 full-time and 10,000 part-time volunteers working at home and abroad. Its budget has been set at $176.3 million which equals the combined budgets of the nine present agencies plus an additional $20 million for "innovation purposes."

The new agency will have the following program components:

. . . . Full-time domestic volunteers who will work on problem-solving at the local community level in economic development, education and manpower, community development, health, social services and housing, including new areas such as environment, as long as there is a poverty emphasis.

. . . . Full-time overseas volunteers in education, agriculture, professional services, trade skills, health, community development and other areas.

. . . . Part-time volunteers including businessmen to work with small businesses, senior citizens to work with children who are institutionalized and on other community problems and students to work on other local projects of their own selection.

. . . . Clearinghouse for Federal volunteer programs.

The new agency will be effected in three phases.

The first is a reorganization which will consolidate six agencies: VISTA and auxiliary and special programs from OEO; Foster Grandparents and the Retired Senior Volunteer Program from HEW, and the Service Corps of Retired Executives and the Active Corps of Executives from the Small Business Administration.

In phase two, when the reorganization becomes effective, the President will transfer the Peace Corps and the Office of Voluntary Action to the new agency (this procedure is necessary because of the way the Peace Corps is set up in the Executive Branch).

The third phase involves legislation requesting that the Teacher Corps be transferred to the new agency, that a National Advisory Board be established and that certain VISTA authorities be broadened.

The reorganization plan takes effect automatically unless either house of Congress objects within 60 days (sometime in May). Congressional experts say this is unlikely.

As the President announced in January, Peace Corps' Joe Blatchford will head the new agency. The proposed organization calls for a deputy director and not more than four associate directors appointed by the President with the advice and consent of the Senate.

Although detailed workings of the new agency are incomplete, Mr. Blatchford said "the President wants a new thrust, a new identity, a new program which Americans can feel is theirs and which they can volunteer to serve in." Thus, says Mr. Blatchford, a single entity, *Action,* will be established. There will be one application, common recruitment and selection programs and flexibility to transfer from one program to another. Applicants will have a choice of serving overseas or at home or both.

What does it mean for Peace Corps?

From now until July 1 the Peace Corps (as well as the other agencies) will conduct business as usual. Plans have been outlined, however, and will be implemented to prepare the nine agencies to begin functioning as one unit on July 1.

Within *Action,* the Peace Corps will be the International division, but overseas the name Peace Corps undoubtedly will be maintained. Few other changes are anticipated except that joint programs similar to the Peace Corps/Teacher Corps program (see page 16), combining service overseas and at home are strong possibilities.

And there may be even more new opportunities available. Questioned on the additional $20 million in budget, Mr. Blatchford said it will be used to explore new programs and new ways to utilize full time volunteers with technical assistance and as grant money to colleges and universities who wish to develop new volunteer programs.

"For Peace Corps Volunteers," says Mr. Blatchford, "this new agency will offer exciting opportunities for further service at home."

letters

To The Volunteer:

Just a few thoughts from a Volunteer who returned from the Peace Corps in March, 1964. I was with the health education project of Bolivia I. Three years after my return I decided to take a position as a resident director in a freshman dormitory with 370 girls. It has proven to be a very challenging and rewarding experience. It hasn't been until recently that it occurred to me that there is a parallel between the two careers.

During our Peace Corps training we were instructed to try to motivate and educate the Indians to do the following things:

1. Wear shoes or sandals so they would not get worms.
2. Cut down on their chewing of coca leaves because it dulls their initiative.
3. To be sanitary in order to eliminate disease.
4. To learn better nutrition.
5. To respect other people's property so that there would be no need of vicious dogs, adobe walls with broken glass encrusted on the top, locks on gasoline tanks, etc.

Then I came to a college campus in a very highly civilized country with educated students who do the following:

1. Go barefoot everywhere but to class.
2. Smoke pot.
3. Throw garbage out the windows which attracts rats.
4. Eat mostly hamburgers, pizzas and french fries.
5. Steal university property and from each other without any real personal need.

The above practices are widespread through every college in the country but it should be understood that it does not apply to all students, but the percentage is high enough to present a serious problem. Or, if these practices are approved by the whole of society, then the training of the health educators in the Peace Corps should be changed.

My question: "Can we tell other people in other countries, 'Do what I tell you, not what I do.' "

Ella Doran
Fletcher Hall
Kent, O.

Editor's Note: *R. Curtis Bristol's reply to a letter from Glenn Powers, Jr., re early termination (see* Volunteer, *May-June issue) drew several comments which appear in Letters in the January-February issue. If we haven't lost you, the following is Dr. Bristol's answer to those comments.*

My purpose was not to defend the Peace Corps as an organization at the expense of its Volunteers as individuals. I did want to draw attention to an ageless dilemma, apt today as in the age of Cain: the struggle for a person to realize his private motives is in dynamic balance, and sometimes at odds, with a group's collective interests. When I said that "by considering a premature termination a failure, the Peace Corps takes an organizational view, and makes no judgment (i.e., good or bad) about individual success or failure," I meant that the Peace Corps "lives" as an organization, just as the individual, with its own desires and hangups. While the Peace Corps is a place for people to encounter new friends, travel and experiences, as an organization, it is primarily obligated to provide the host countries with serious, committed Volunteers engaged in meaningful work according to the priorities of those who invite us.

Mr. Powers said that "becoming aware of one's own limits can be useful." This is true for the Peace Corps, too. The Peace Corps is not perfect. There is no need to make excuses for its mistakes any more than we need make excuses for the shortcomings of individuals. As expressed in the other letters, I, too, feel there is need for improved programming, training, Volunteer support, etc. However, the achievement of Peace Corps goals, especially under circumstances of hardship and adversity, ultimately depends upon individual commitment. This applies equally to staff, and my original letter should have made that clear.

"To establish credibility and to become a sophisticated organization committed to meaningful binational work on serious programs in the developing countries, *we* must be capable of long-term planning and commitments." Here, the "we" was to emphasize the Peace Corps as an organization, and each of us as individuals, both staff and Volunteers. I am very much aware of the reality of why many Volunteers fail, including those organizational problems indicated in the letters. I am also aware, and all too often, that some Volunteers (and staff) fail because of their *own* disappointment, their *own* lack of definition and their *own* ability to establish meaningful work goals. It is indeed a two-way road, and my purpose was to emphasize just that.

To The Volunteer:

To make a contribution to development abroad is the most important of the tasks for the fulfillment of which the Peace Corps was formed. Under Mr. Blatchford, and, of course, with the understood blessing of President Nixon, there has been quite a marked redefinition of the manner in which this task will be approached; this redefinition represents a change which I consider most unfortunate.

In the past, the Peace Corps has approached the task of making a contribution to the development of host countries from two basic and widely divergent directions: in some areas they sent in people to do a rather specific job employing a particular skill, while in others they sent people into a country with the goal of trying to get people on the local level to work together to solve some of the problems confronting them. However, as illustrated by the overall tone and by various specific statements in Mr. Blatchford's "Making It in the Seventies", an article appear-

ing in *Foreign Affairs,* and also by changes which have begun to be made in Peace Corps programming, this two-pronged policy is marked for extinction, and already has begun to be phased out.

Responses from returned and returning Peace Corps Volunteers indicate that most PCV's feel that, though their two years as a Volunteer have been very beneficial to them, they have been of small benefit to the host country. As a result, Mr. Blatchford and Peace Corps/Washington have resolved that, in order that the countries in which Peace Corps is present may truly benefit, the Peace Corps must confine itself to one approach—that of giving technical assistance. As envisioned by Mr. Blatchford in "Making It in the Seventies", not only will the Peace Corps Volunteer come down with a definite and particular skill, but he will arrive to fill a specific slot in which to use this skill. Under such a policy, there will be no Peace Corps program as such, since, as Mr. Blatchford says, the Volunteer will work for a local ministry or agency and will regard the Peace Corps mainly as a paymaster. In effect, the Peace Corps will be a personnel agency for technicians, acting as intermediary between agencies and organizations wanting a person to fill a specific job and an American wanting to fill the job.

I do not take issue with the desire of Peace Corps administration to alter a situation in which the majority of Volunteers feel their contribution negligible to the main purpose for which the Peace Corps exists, nor do I disagree that the past two-pronged approach would have much more force and effect if it were changed to a policy based on one philosophy. The point at which I consider a very definite and unfortunate mistake to have been made is in the choice of technical assistance as the manner in which the Peace Corps will from now on try to contribute to development abroad.

I strongly disagree with Mr. Blatchford's view of the Peace Corps as existing "to fill the trained-manpower needs of countries". Filling these needs and training people of the country itself to fill them is certainly an integral part of the development of a country. I feel, however, that the existing agencies which were formed for this purpose are a sufficiently large channel through which to funnel technical assistance.

In a multi-faceted effort to aid development abroad, the Peace Corps has the opportunity to play a very relevant and important role by taking as its purpose the development of the self-help concept among the people on the local level. As described by a recent article in the "Volunteer", both the Pearson Commission Report and the Peterson Task Force Report, the two recent studies on the problem of how to improve programs of aid to world development, stressed that effective self-help measures are essential to any development plan. Aside from the Peace Corps, there are practically no organizations which work in community development, whose members live in a community on a very basic level, trying to stimulate community spirit among the local people and trying to stimulate the people into directing this spirit toward efforts to solve some of their own problems. I agree with Peace Corps/Washington that more host country nationals should be brought into the Peace Corps planning and administration in the various countries. Also I think that, whenever possible, Volunteers should work as closely as possible with local agencies; however, this should be incidental to the goal of community involvement in community problems.

While Peace Corps efforts in this area could certainly be improved, I feel that community development is a vital and seldom-approached aspect of the development of a country; it is most unfortunate that Peace Corps work in community development is being aborted by the concept which seems to be prevailing in Peace Corps/Washington that the only high-priority avenues through which to aid in the development of a country are those of a technical nature designated by government agencies of the country.

Jo Carole Dawkins
Ubata (Bahia) Brazil

To The Volunteer:

This verse was written immediately after receiving a cassette tape from my daughter in the Fiji Islands. True, it is an emotional response but, as such, it may represent the sentiment of other parents.

Peace Corps Volunteers may find it corny, but it is honest. There is no harm in knowing how parents feel.

Mrs. Harold Ansin
Chestnut Hill, Mass.

Editor's Note: We agree. Here is Mrs. Ansin's verse to a daughter in the Peace Corps.

Goodbye for now. (Make me strong)
You are in search of personal fulfillment
A luxury in this exploding world—
And you are against extravagance.
You choose the simple life
Unlimited freedom, few demands.
Given these, you assume an awesome responsibility
For doing something with the self-discovered you.
Has the search brought light?
Don't stay away forever.
Let me be here to open the door when you knock.

TO THE VOLUNTEER:

With reference to the sinking of the ferry boat, Christina, between the West Indian islands of St. Kitts and Nevis (September-October issue, page 22), the statement that "All Volunteers helped in the relief work" is not true. However, in addition to those mentioned in the article, two who rendered yeoman assistance during the three days of recovery were Robert Roman and Judy Taylor. The latter, a nurse, was commended in a broadcast over the national radio for her help.

James Retter
St. Kitts

The Volunteer in the Gray Flannel Suit

by Woody Carter

"The alarm clock warns him it is 7:45, Monday morning again. He pushes the covers aside slowly; the knowledge that he'll meet the boss at nine to wrangle about his proposal sits in his stomach like an undigested mango.

"As he puts on his shirt and tie he scowls at the unshined shoes that always make the clerks snicker. Visions of a day at the office flicker in his mind like an overlong home movie. From the bathroom, the toilet gurgles and he mutters about the landlord, who won't get it fixed.

"As his wife calls him to breakfast he hears another day's Tribune *ricochet off his front door. A thought bounces in his mind: 'Maybe he'll go for it and we can get somewhere.' "*

A typical beginning of a new week for the man in the gray flannel suit. Except here the man is a Volunteer in India; the boss, a Family Planning Officer in one of Punjab State's 11 districts; the proposal, one the Volunteer and his wife motivated their co-workers to make regarding evaluation and guidance of field workers, and the toilet, one of twelve flush systems in a town of 35,000.

Certainly not a typical description of a Volunteer's job situation or living conditions as imagined in recruitment commercials or, as experienced by most Volunteers. It was typical, however, for the six married couples and six single nurses of India 63 who served in middle management positions in the Punjab's family planning bureaucracy and charted a new course in Peace Corps involvement in national family planning programs. The group's experience is especially relevant to Volunteers and staff wondering if there is room in Peace Corps' future for either A.B. generalists or nurses—assuming future Volunteers will serve more and more in specialized areas of development on higher bureaucratic and managerial levels. The experience of India 63 indicates that such roles can be filled, but often at the cost of Volunteer happiness, and the kind of cultural involvement traditionally central to the Peace Corps idea.

The Punjab Program

The married couples in India 63, including one wife who is a nurse, worked as "special administrative assistants" to district officers, each responsible for mass information, extension education and contraceptive-distribution in sterilization programs for a population of over a million, mostly rural, Punjabis. Under the District family planning officer's partial control are some 500 health department staff members. They do full or part-time family planning at a handful of urban hospitals and clinics, a dozen or more rural health centers and dispensaries, and over 60 village subcenters.

Heavy central government funding of an extension education and contraceptive distribution-sterilization program was started in 1965, after India's leaders saw agricultural and industrial progress slipping because of massive population growth. This growth resulted primarily by a lowering death rate after modern medicines became readily available throughout India. Now it means that each year a population equivalent to that of Punjab (12 million) adds to the drain on the nation's strained resources.

Since 1965 the central government has spent over $1 million on what has become the world's biggest and most ambitious government-run population control program. The birth rate, however, has stayed the same or risen in all but one of India's 17 states in the four years. The once popular loop has faded after poor screening techniques led to an inflated complication rate. Emphasis on sterilizations has paid off in recent years; but permanent methods appeal mainly to those who have already had many children. A recent *Times of India* editorial said the program will not " 'cover' all the five to six million couples who are expected to attain the age of fertility each year from now on." It is a young program with problems at every level. Both administrators and field workers are new to family planning and some don't fully understand reproduction and contraception, to say nothing of extension education techniques. The service staff has not yet adopted attitudes and habits that assure prompt, unembarrassing, quality service, while the supervisory staff lacks the skills to effectively change old attitudes and habits.

According to a lengthy "letter of intent" written by Peace Corps and the Punjab Health Department after the latter's request for Volunteers, the Volunteer couples were to help Punjab's family planning effort by assisting the district officer in three broad areas: planned promotion of systematic extension education methods among the workers, administrative streamlining and decision implementation, and demographic/evaluation studies to foster efficient use of staff resources.

The nurses, as the Family Planning Officer's "special assistants", were to give formal training programs for the district's female staff in anatomy and physiology, contraceptive methods, family planning as part of maternal and child health care, and the importance of follow-up. The "letter of intent" makes it clear that the nurses were to rescue the state's deflated loop program by teaching proper screening, pelvic exam and insertion techniques. This, in fact, was the priority need that led the gov-

ernment to ask for Volunteers in the first place.

Urgent Problem

India 63 reached Punjab in November 1968. Both nurses and couples, recognizing the urgency of India's population problem and seeing many areas where they could work to improve the program, were highly motivated. But after one year in the field neither felt they had lived up to the job titles or descriptions.

In spite of this, both staff and Volunteers feel a significant impact on the state's family planning program has been made. Three couples and a nurse have extended for an extra year. Peace Corps has been requested to provide more Volunteers for those districts without them, and training is set for this summer.

Unraveling the paradox of a group unsettled, yet feeling successful, means unfolding a series of redefinitions which the couples and the nurses—and government officials—have made of the Volunteer's most suitable role in a bureaucracy and of the kind of impact he can hope to make in two years in a gray flannel suit.

For the couples, this started with the realization that the job was not family planning at all. Instead of working in crowded villages with our colorful visual aids, showing farmers how to have small, happy, healthy families, we were sitting in crowded offices with our coworkers, wondering how to show them they could help solve the program's big, serious, crippling problems. Our work is training, motivation and organization, not birth control. Untrained in community development, our task is really to develop the community (bureaucracy) that surrounds us.

In this community we balance near the middle of four levels. Above are the policy makers—highly qualified and motivated state officials and, in each district, variously qualified administrative officers who are senior doctors. At the next level are the district mass communication and extension education field supervisors and a male and female field worker. They are our co-

Francine Hickerson (right), confers with co-worker, Mrs. S. Grewal, a member of the faculty at the State Family Planning Training and Research Center. It was Francine who turned India 63 towards success. She, her husband, George, and their co-workers introduced the group to behavioral objectives and the idea of training teams.

Volunteer Don Bevington and a co-worker chat with children in the Amritsar district. Don and his wife, Shirley, have extended for a third year.

workers. One level below are health center supervisors and supervisory field staff. Below them, forming the massive base of the pyramid, are the field workers.

Disappointing Results

India 63 was placed in the fulcrum position between state, district and village because previous Volunteers placed in family planning on the village level complained of boredom and frustration. Two groups, India 39 and 51, had served on the village health center level in other states with disappointing results. The first saw their health center co-workers terminated in a bureaucratic shake-up after a year in-country. They were left with no options for productive work in the confines of the bottom two bureaucratic levels. India 51, in one of the less developed states, lacked the government's full support for projects until late in the program when some of the Volunteers moved up to the district level. Both groups advised that Volunteers could not do worthwhile motivational work on the village level and should be placed in middle management jobs where job opportunities and co-workers wouldn't be at a premium.

The couples in India 63, sitting on the fulcrum with both ends of the bureaucracy watching, found themselves naked. Unable to become true administrative assistants because training left gaping blank spots in our knowledge about our future job and because, as one Volunteer put it, "we didn't have that sophisticated level of ability in administration," we had to grab around for something to structure into our unstructured jobs. For the most part, the Volunteers grabbed onto training field workers—the group that, as bottom men on the bureaucratic totem pole, could put up the least resistance to our efforts.

A case study of one couple's redefinition of role that came with failure, is a model for the whole group's experience. After a month at their site, the husband (strong-willed and action-oriented) and the wife (motivated and sensitive to interpersonal pastels) found themselves totally integrated into the district's bureaucracy. They also found themselves totally superfluous to it.

"I sometimes feel that on occasions, although I know what's happening, I don't think I can have any impact on things that are going on," is the way one Volunteer described this common malady. India's age-old capacity for absorbing outsiders into its massive culture was threatening to soak up our program without a trace. As the Volunteer couple said, "By the middle of December, we thought we were feeling the pulse beat of the program and we had a great desire to start something. Our first idea centered around the 'Big Key' theory which depends on the assumption that there is just one part of a whole that is at variance with the whole, causing the whole to malfunction. Naturally, we felt we had the key."

Key Is Training

The key was training. While some group members organized district-wide training programs for numerous levels and categories of staff, this couple and others chose to concentrate in one health center to upgrade the quality of work through intensive effort. Training emphasized systematic work using visual aids, an understanding of the way people learn and adopt innovations and increased attention to the villagers' health needs and feelings. Taught in classrooms, the workers were encouraged to give villagers food for thought through group meetings rather than through the common, but less effective technique of home visits.

The trainings were generally Peace Corps initiated, Peace Corps organized, Peace Corps taught, Peace Corps followed-up and Peace Corps evaluated. Not surprisingly, the workers viewed them as Peace Corps projects and the information went in one ear and out the pencil. The Volunteer couple found their "help" was actually ego shattering for the workers, who looked upon the ever vigilant Americans as taskmaster and taskmistress. "After a month," they later said, "the workers had started to lose the enthusiasm they had in the beginning, sliding into . . . apathy. The most disheartening fact that came out during the month before a United Nations evaluation team arrived was the wide gap of credibility between that which was said and what was actually done."

PCV's Role

It was a group of frustrated and angry Volunteers who gathered for a government-sponsored conference after five months of similar experiences in the field. Crying for more authority, we cited glaring flaws in the program for which we all had "keys." The state's officials patiently listened to our complaints and patiently said "no."

Tapishwar Kumar, the Peace Corps associate director, and actually our guru, agreed and explained what we should have known all along: "If Volunteers are given authority, then after they leave who will have the authority? You should be advisors." Highly competent state officials observing that Volunteers weren't as competent as they had expected worked with us to correct our mistakes. A state official visited the cited couple's training programs and others, and suggested co-work with district co-workers. The Volunteers realized that they had neither the authority nor the language ability to directly motivate field workers or really modify their habits. The one couple whose early work bore significant fruit was the one committed to working through the qualified and motivated co-workers they found in their district.

This lesson was not lost on a close-knit and peacefully competitive group. "We have come to the conclusion that . . . the most important factor will be to have a staff run program in which we only participate and help guide." It took a year of wasted effort for the couples to learn this central rule of community development.

The nurses in India 63 faced the same problem of lack of authority, but, were handicapped because they had no real co-worker in the districts. Trained to teach family planning facts, most of them did so. This proved inadequate when the nurses realized that the work-

ers primarily lacked not knowledge, but a system of attitudes and motivation to use their knowledge when left on their own.

One district's two nurses visited a village subcenter and found the auxiliary nurse-midwife parting with condoms only three at a time—hardly a week's supply for strong, virile Punjabi villagers in this televisionless land. When questioned, the girl answered that her supply was low and "If I use up all my supplies of conventional contraceptives, then what would I do?" After temporarily changing habits or attitudes, the nurses find that levels just above and just below the trained worker do not support the change, and so erase it. "Often after we spend grueling hours instructing the field staff in sterile technique and donning of sterile gloves, they witness the doctor following wrong techniques," one nurse said.

Changing Attitudes

The nurses had to redefine their goal from that of training—which Indians can do and are doing competently—to the far more challenging and difficult job of changing the attitudes and increasing the motivation of the health workers. Because this requires knowledge of the culture and skill in interpersonal relations which a foreigner can rarely provide on his own, the nurses asked the state government to fill the vacant posts of district nursing supervisors. By working with and through this official, the girls felt they could effectively set aseptic standards for the whole district and be sure that when they left the standards would be enforced, as well as encourage a lasting professionalism and pride among para-medical workers. Until such persons were appointed, the nurses in some districts asked to assume this role. They, too, found that the middle management position and a co-worker with authority suits their redefined aims best; the measure of their discontent was their inability to achieve this position.

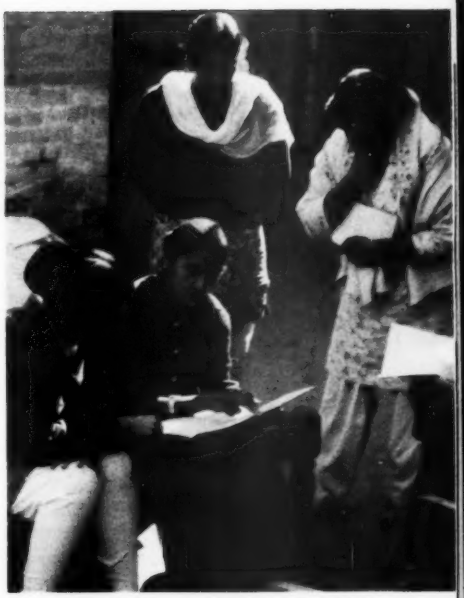
Once the couples and nurses redefined roles, what functions were performed at the fulcrum? The group's experience suggests that satisfaction and success come in building on and working within state-supported systems, for which the district Volunteers serve as resource people and advisors to the staff.

The ramifications of this for family planning Volunteers working in countries with governments hostile or neutral to family planning are troublesome: our experience indicates that when Volunteers try to invent and introduce institutions in a small area on their own it fails. And when it doesn't fail, the impact is localized and nothing comes of it. But when the Volunteer takes a state official's ideas, gives them bones and flesh, and state support and authority backs up the result, results result!

India 63 was lucky that two of its Volunteers were invited to join the staff of the state's Family Planning Training and Research Center. There, with inspiration from a state official, they gave bones and flesh to the District Training team. The teams consist of three of the Volunteers' co-workers who get a short training in how to teach through behavioral objectives (a la TESL). Then, armed with training packets Training Center staff have developed, they must organize and carry out a year's program of health center-by-health center trainings.

Team Approach Works

After a number of state level trainings that left co-workers as unmotivated as ever, Volunteers found that the performance-oriented "team" approach to motivation had gotten everybody working. Team spirit had given the co-workers new morale and self-confidence; they were more open to suggestions. Follow-up in the field was part of the training and some Volunteers who found it difficult to drag their co-workers to subcenters found themselves being dragged. State officials observed the trainings and, instead of humiliating the work as is sometimes traditionally done in supervision, gave encouragement and guidance to the training teams. One Volunteer discussed how this had changed his situation: "At six months we were running around wondering 'am I doing anything?' and looking for jobs to keep us busy. . . . Six months ago we were teaching the whole course in English. Nobody from the staff was involved. I was pessimistic about effecting any change." But now, "everyone's ended up doing training programs. Because it's needed and it's a tangible thing that the state has said is wanted and will give support for." His wife adds, "People have respect when we work with the district officers, because we're working in the Indian system, not on Peace Corps projects. It's a district project."



Shirley Bevington and her co-worker, Mrs. Sood, visit a village subcenter to follow up the training program.

After a year in the field, India 63 was where it should have been when it came. But there was no feeling that assisting in training programs is the best use of Volunteer talents. "I still feel if the only thing we're doing is training, we should go home," one group member said. "But I don't want to go home so I do training programs." Primping co-workers to do training is not a full year of work; its value was in showing that Volunteers share skills and effort. As Tapishwar Kumar says, "You're much more realistic now than when you first

came. You've accepted things the way they are and you're ready to work within the system. You've accepted the realities of the system. The desire to succeed led to this change—and of course, that's your American background. It's ingrained in the American to succeed. He's impelled to do it. It's part of your character."

Bright Future

But unlike the experience of the other two family planning groups that served in India, with a year to go we still had a bright future of potential success ahead of, rather than behind us. That future primarily featured a move upward in the bureaucratic structure, closer to the job described by the "special administrative assistant". It meant abandoning the direct development of co-workers and concentrating on structuring systems through which the whole bureaucracy community, from top to bottom, could work to evaluate and solve its problems. For some Volunteers it meant making visual aids and visual aid kits for statewide use. Others developed proformas to be used by workers to evaluate their problems and plan extension education programs, or did evaluation studies to illuminate problems that demand solution systems There was more emphasis on making a gradient of needs, proposing self-help (community development) ways of meeting them, and streamlining administration. As one Volunteer said, "once the administrative system is working according to good principles it will be more responsive to lower level changes which will improve efficiency." A major system planned was a statewide "testting day" to evaluate skills on a large scale, and a phased statewide program for the adoption by workers of a real extension education approach to motivation, based on involvement of informal village leaders, was implemented. The nurses worked individually on developing standing orders for treatments and dosages of medicines at subcenters, standardization of aseptic techniques and instruction in family planning at nurse training centers.

The biggest problem yet to be attacked is the fact that the family planning program needs Volunteers at all. Volunteers are useful only as long as the functions they perform have not been institutionalized into the system—and yet these are functions needed permanently if there is to be an effective family planning program. A group of literate, motivated, competent workers is needed for district level positions where training, innovation and program implementation can most fruitfully be done. The need is for a system to provide trained and dynamic Indian consultants and workers in the family planning program who can provide the analysis and systems building that we have just started—people who can help set the long-term goals of the program systematically and help solve methods to attack and solve future problems.

Discussions Needed

This application of the systems approach is something that the Volunteers in India 63, after more than a year in the field, were only beginning to think about. In spite of high mobility and a capacity to work together on state projects, India 63 Volunteers never got together to discuss systematically and specify the priority of changes to be made, nor to fix the client group that would have proved the most suitable for change—to say nothing of involving co-workers in such discussion.

Partly to blame is a Peace Corps which does not feel at home in the airtight "change agent" box and does not train its Volunteers to analyze systems. As Tapishwar said, "Yours was a great Peace Corps training, but still it was an amateur attempt. It wasn't a high-grade, professional-slick thing. It was the best training program I've seen in two years in Peace Corps; but then Peace Corps itself is kind of an amateurish thing." Peace Corps, caught between the shuffle of Volunteerism and the running dash needed for national development, can't help but stumble. Without the systems analysis approach which we learned by trial and error in India, it is doubtful that generalists have much to offer in middle management positions. Training can never give us all the facts, so we need the analysis skills.

If future Volunteers are going to work in gray flannel suits, then Peace Corps must do some redefining of its own. Training will have to discover Volunteer resources early and teach the group how to tap them. Guru Tapishwar says, "This program is a natural for A.B. generalists. Volunteers bring their special skills into the short training and the training makes the skills more sophisticated. In an ag training program a whole new set of skills have to be learned, and the Volunteers' own skills might not be tapped." But India 63 sat naked on the fulcrum for months before the one group member who had the training skills, as a result of college course work, could spread her knowledge around.

Training Needs

Future trainings should include a number of role playing situations during and after which the trainees as individuals and as a group can practice analyzing the situation and proposing appropriate long-term solutions—in terms of a realistic appraisal of human and financial resources. More of the maturity and growth that consumed a long year of India 63's time must be compressed into a short training. A start would be the adoption and use of behaviorial objectives in Peace Corps training. If this is done, perhaps the drop-out rate of motivated, but frustrated Volunteers—our group lost five of the original 23—will drop below the drop-out rate of AWOL gray flannel executives.

While India 63 was taught about the steps a villager goes through before adopting family planning, it was only in the last few months of service that members began to apply these to the innovations they bring to the community of bureaucrats and field workers. There is no evidence that Peace Corps has tried to apply these same principles to adoption of innovations among Volunteers. Most of what we have learned similarly applies on more than one level.

Co-workers need constant refresher training; yet our own organization assumes, arrogantly, that three months of intensive training of the average American college graduate is enough for two years of working in India. For the Volunteer in middle management, it isn't. Some evaluation system of Volunteer skills and needs should be developed for in-country use, and ad hoc training programs set up to remedy Volunteers' self-expressed needs.

We see that co-workers and field workers sometimes need support and challenge from a reference group outside the sometimes stagnant waters of the health center; yet our own organization has in the words of a recent country director "waged an unholy war on 'Peace Corps' Conferences" without working to discover the kind of exchanges between Volunteers that could increase their effectiveness. Nor does the organization locate opinion leaders among Volunteers and use them to formulate, legitimize and spread innovations.

Tapishwar Kumar is associate director of the Northern Region.

Support Necessary

We see that often co-workers stuck in the bureaucracy have the skills to do a good job but, due to lack of support from above or below, are unmotivated. Yet our own organization "has assumed that Volunteers are highly motivated and will work. And if you're not, you should go home." A staff with middle management Volunteers will have to change this outlook and be flexible enough to gather the resources and give the support that can motivate individual Volunteers.

Why? Because Volunteers in middle management are going to suffer from the same paralyses that sometimes immotivate the man in the gray flannel suit. Busy, integrated into the system and active, he is not happy. For the Volunteers in India 63, this was because a middle management position meant a distance from the village life and culture that has always seemed central to the Peace Corps experience. As one nurse expressed it: "Frustrations arise from the lack of fulfillment, which many of us didn't expect in such a challenging, Florence Nightingale-type job that we thought this would be." To the Volunteer living in a nicer house than he could afford in America, fed by a servant, working and living among middle class bureaucrats and civil servants, sitting at a desk in a country with millions out of work—the fact that he is situated in a position where he "can do the most good" in a program of crucial national and humanitarian importance is sometimes still not enough. The petty quarrels, red tape and negativism endemic to office life in any country can give jaundiced-eye-view of a culture. And the psychological rewards are few. The job is founded on skill in interpersonal relations and role playing—not necessarily on love and peace. You've been reading of the maturing of a group into crispy, potato chip change agents, not the growth of love between some Americans and some Indians or India. Is that what we want? We wonder if perhaps when the potato chip goes stale, it will turn out that "all there is, *is* love" and visions of systems and innovations are just so many sugarplums in the head.

Question Remains

So the final redefinition for the white collar Volunteer is of the roots of Peace Corps itself. Can Volunteer service be fruitful and useful and not happy? Is such service worth it? "I feel you could really be doing a job for Peace Corps and not be happy," a girl in the group said. "Everything is such a hassle here. You can't be happy. Interested, challenged, but I don't know if it makes you happy. I don't come home at night and work on family planning. It's not a total involvement for me, which I really need in a job situation here. I have no total commitment." Her husband adds: "That's why I would like to be in a village."

In spite of frustration, most of the group feel that the population problem is of such urgency that impact—not happiness—should be the personal criterion of service. The couple quoted above extended for a year. They want to do their job. More Volunteers will come to replace us we hope, since the day when the Volunteer-like impact can be institutionalized in this crucial program seems distant. A Population Council evaluator who visited India in 1968 found the country a harsh testing ground for Volunteers in family planning. But a modest achievement has been reached. Now the Peace Corps needs to ask if that modest achievement and the success it promises is worth the partial sacrifice of other goals at the core of the organization—a Volunteer's intensely human relationship with the root people and culture of another civilization.

Woody Carter and his wife, Lynn, were Volunteers in a Punjab family planning group from October '68 until September '70. Currently Woody is attending graduate school at the University of Chicago; Lynn is at home caring for their new son.

The Beautiful American

A Peace Corps Volunteer Who Couldn't Come Home

By Jim Hampton
Washington, D.C.

When you meet Barkley Moore, you don't realize instantly that he is truly The Beautiful American. It takes a minute or two.

Barkley has just come home after serving abroad longer than any other volunteer in Peace Corps history. His intended two-year stay in Gonbad-e Kavus, a small city 50 miles from Russia in northern Iran, stretched out to six years and four months.

His length of service is perhaps least of the important things that make him unique among Peace Corpsmen, however. For this law-school dropout from the hills of Kentucky, who was 23 when he got to Iran, was able to move people to accomplish what they said was impossible. In the process, he changed from a quaint curiosity to a brother in the Iranians' eyes. They showed their respect by addressing him as *Agoy* Mister—or Mister Mister, since agoy is the Iranian equivalent of the respectful title.

"Barkley is really a legend in Iran, not only with the Peace Corps but among the Iranians in that part of the country," says John Newton, who was Barkley's first supervisor there and now works on the Iranian desk.

"A sort of magic goes on between him and other people," Mr. Newton adds. "As long as someone has two legs and a mouth and ears and walks upright, Barkley is going to be able to communicate with him no matter what language he speaks. He's the only person I've ever met who's got an overwhelming physical presence, who makes you want to say, 'I'll follow you anywhere.' "

Barkley Moore is responsible for starting one good-sized library and 31 smaller ones. He inspired villagers who had no school to build one themselves, bringing education to them for the first time. He started a kindergarten that has grown into eight schools, enrolling 1,000 students. His drive led to a sports club that regularly wins the provincial gymnastics championship and has produced Iran's second- and third-ranking gymnasts.

Teaching—Not His Job

Besides all this, which was his job, he taught 50 hours a week for four years, which wasn't his job. Beginning classes at 6 a.m. and ending them at 10 p.m., he taught English to perhaps 2,000 children, youths, and adults. For six years he worked 18 to 20 hours a day, seven days a week.

He was more than just a teacher to his students. Once he heard that a boy was about to leave school. Barkley walked to the boy's village—12 hours each way—and persuaded him to stay. In all, he talked 43 different youths out of quitting, or else got them to return. Forty-two have stuck by him, and seven are now at the heads of their classes.

There's still more. Time and again he found in some remote village or in Gonbad, which has the only high schools in the Turkoman region, a boy who was orphaned or too poor to consider school. He gathered 14 of them in, rented a house for himself and them, and became their substitute father.

He spent all of his $150 monthly Peace Corps salary on "his" boys, buying them food and clothing. He is still their sole support. He borrowed $400 from his hometown bank the other day and sent it to Iran, and he is determined to see the boys through school. Besides his 14 "sons," he is also paying the tuition for 8 other youths who work and whom he persuaded to begin night school.

An Investment in People

"It's an investment in people," Barkley says simply. "It will produce a lot more than some stocks and bonds on Wall Street. If I quit these boys now, they would be unable to continue in school."

"When you meet a guy like Barkley," says John Newton, "it makes you realize that there really is a Supreme Being, a force for good in the world. There's got to be *something* that could create a person like him. You can't believe in *nothing* when you're around Barkley."

With his closely cropped hair hugging his head, and with 208 pounds packed into a five-foot-nine frame, Barkley is built like a fire plug. His mountain twang is still so pronounced that he makes Gomer Pyle sound like an Oxford don. When he speaks, he gestures like an Italian driver in an eight-way traffic jam. He talks so fast that he sounds like a 33 1-3 played at 45. A devout Baptist, he neither smokes nor drinks.

Now 29, Barkley was born and reared in eastern Kentucky, but his parents and sister now live in Lexington. He was a year away from his University of Kentucky law degree when he quit to join the Peace Corps in 1964. In 1966, when his tour ended, he became the first volunteer ever asked to stay on for another full tour in Iran. He stayed, started to come home in 1968, and stayed again when the Iranians begged him not to leave. He finally came home, he says, because he felt he owed it to his parents—and because he easily could have stayed in Iran forever.

Starting a Library

The 20,000 (now 40,000) people of Gonbad had no library when Barkley arrived. He started one, risking demeaning himself by collecting (they considered it begging) money door-to-door. Now the library has a comfortable new building, 7,000 books, a paid staff, an active community-education program, and 400 chairs that are frequently all in use at once.

Gonbad is the largest city in Iran's Turkoman region. It is 50 miles south of the Russian Turkmen Republic, 75 miles east of the Caspian Sea, and 200 miles northeast of Tehran, the capital. It is Iran's bread basket now, but the nomadic, rug-weaving Turkoman people

have begun settling down only in this century.

Near Gonbad are dozens of villages that have changed little since the days of Christ. Many have no roads, no electricity, and no schools. What education their children get is given by the local *mullah*, the Islamic minister, who teaches them to read the Koran.

Barkley started small libraries in 30 villages that did have schools, taught by Iran's Literacy Corps. He went to Dozane, a village accessible only by foot or on horseback, and preached his do-it-yourself gospel, urging villagers to build their own school. They had none, and no visible prospects of getting one.

The dirt-poor villagers raised their money—it was only $250, since they were to do the work—but the American matching-funds program was suddenly canceled. Barkley finally got the money elsewhere, and the Dozane school was built. Every brick of it had to be carried in by horseback. Today there are two Literacy Corps teachers in Dozane, teaching 128 youngsters who would have had no school except for *dust aziz*, "our dear friend."

A Kindergarten From Scratch

Gonbad had never had a kindergarten, so Barkley started one. It had to be private because no public funds were available. "We began without a penny," he recalls, "not even enough to pay the printer for the very glowing prospectus which we wrote and distributed." He set the fee at 50 toman (about $7) a month, which he was told was too much. Twice as many children were enrolled as he expected.

This experimental kindergarten's tuition money paid for supplies and equipment to begin a permanent operation. Tot-size play equipment couldn't be found, so a local ironworker built it. Once the kindergarten got rolling, Barkley quietly dropped out. This was his method with all his projects, he says. He saw himself as just a catalyst to start an experiment. To keep it going, he says, the Iranians had to realize that it was their laboratory, not his.

Once the kindergarten got rolling, Barkley quietly dropped out.

And what a laboratory that kindergarten became. Because the Gonbadians saw how well do-it-yourself education could work, they set out to build badly needed educational facilities on their own. Now there is another kindergarten, and a Volkswagen bus to transport children to the two. The people have also built four private elementary schools and two private high schools, accommodating altogether 1,000 students in classes of 20 to 30 each, one-third the size of the public schools' classes.

The private schools' tuition is about $100 a year, Barkley notes, "so the richer students benefit the most, directly. But the fact that they are in private schools means there is room in the public schools for 1,000 more students who otherwise couldn't go. The Iranian government benefits because there are many new buildings, fully equipped, and this large number of students being taken care of—and all done with local funds rather than government funds."

Barkley discusses a point with the village mullah in an Iranian classroom.

Another Success

Another of Barkley's successes is the Gonbad sports club. It began with an idea and little equipment: one bar bell and three dumbbells for body-building, plus a decrepit wrestling mat. There was a building available, the former headquarters of the Communist Party, which Iran's present government drove out. But there were no showers, no other equipment, no money, no instructor, not even a toilet.

There was only a group of young people, mostly students and workers without money, who wanted a gymnastics program. Nobody had paid any attention to their requests. Barkley did.

Barkley got $1,000 from CARE to buy equipment, promising to get the building fixed up by Gonbadians. He enlisted the Gonbad health officer's support, but the city sports chief balked. "He very logically pointed out that the equipment was going to be of little value as we had no one here who knew anything about gymnastics.

"But I retorted that if we had such a person, what could he do without the necessary equipment? Then I clinched the argument by announcing that God was going to send us the instructor. I'm not averse to bringing in reinforcements in case of need. The sports chief was a little dubious about the Almighty's personal interest in our Gonbad gymnastic project, but he didn't want to take on both God *and* me. So he said okay."

Finally the work was finished, and Barkley went to see the new showers. They were in—but they were open to the sky. No roof, the sports chief said; metal is too expensive. Barkley convinced him that the wind howling in from the Russian steppes would freeze everybody.

The sports chief agreed to the roof, but not to hot water. A heater cost $100, he reasoned, so the athletes would have to be Spartan and take cold baths. Barkley resumed the argument, won again.

And the instructor that Barkley promised? He arrived in the person of a new teacher who just happened to be an expert gymnast.

Gonbad's sports club now has a full-time, paid director, a gymnastics and weight-lifting program, basketball, Ping-pong, a new judo class, and even chess tables. Starting with nothing, Gonbad's gymnasts have won the provincial championships the last three years. Last year one of Barkley's proteges placed second and another third in the Iranian national gymnastics championships.

A Way To Start

He arrived in Gonbad with "a perfect phobia" about teaching, but the first request he had was to teach English. Looking for an entry, he accepted—although he spoke only 40 words of Farsi, the Iranian language. Standing before a school room full of curious, silent Gonbadians, Barkley started teaching English by the look-say method.

He would point to the door and say "door." The class would repeat it. Then he'd say "win-dow," breaking words into syllables. The class repeated it. Within a few minutes, he recalls, the class had begun a rhythmic, joyous chant that grew in crescendo as he pointed to various objects.

"Finally we were going full blast and I pointed to the ceiling and said 'ceiling,' and they yelled out 'ceiling, ceiling.' The next thing I knew everyone had disappeared in a cloud of dust, and there was the mullah sitting in the back with plaster all around him." The chanting had caused the already cracked ceiling to let go.

"When the ceiling fell, that really set people to buzzing," Barkley chortles. "I heard later that somebody said they didn't know whether I was a good teacher or not, but that I sure was powerful."

Two years ago, when he started to come home, Barkley went to Tehran, signed his termination papers, and received the termination pay that Peace Corpsmen get to help to readjust to normal life. But when he went back to Gonbad to say good-by, he just couldn't leave. So he notified Tehran, stayed on, and spent the money on his students.

Now, the Peace Corps bureaucracy is small, but it *is* a bureaucracy. At length some bureaucrat discovered the mistake and made waves. "They said you just couldn't give somebody a termination check who hadn't terminated," Barkley grins. "But I'd already spent the money to support these 14 kids, feeding and clothing and housing them. They said, 'You've got to send the money back.' I said, 'I can't.' There were all kinds of letters and cables and"—here he shrugs—"well, it's all settled now. I'm terminated."

New Assignment

This week Barkley begins a new Peace Corps assignment, recruiting volunteers on the West Coast. He has definite ideas about what he will say to those he tries to recruit.

He remembers the 1970 Iranian earthquake, which was centered near Gonbad in a village where hundreds were killed. Barkley went to help, and stayed four days doing what he could. When he started back to Gonbad, a village elder, majestic in full beard and Turkoman dress, cried as he thanked Barkley for coming. "But I didn't do anything," Barkley protested. "I know you couldn't do anything; none of us could," the elder nodded. "But what matters to us is that you cared enough to come."

"This is the thing that distinguishes our program from our military aid or our other aid programs," says Barkley. "Where people have failed, they really didn't care enough. There comes a time when it's no longer enough to talk or philosophize, when you just have to get out there and do it. Don't talk about principles—get out and live them. Don't talk about a better world—get out and make it better.

Give of Yourself

"If the people of the world could see us as Americans, rather than people coming with our arms loaded down with money. . . . It's easy to give money when you've got plenty. It's easy to give arms when your factories are turn-

news

ing them out. But to give part of yourself, that's what counts. I went to Gonbad to do whatever I could, while I was alert and vigorous enough to do something. I didn't give them the leftovers."

Three months before Barkley left, Gonbad's City Council secretly voted him an honorary citizen. The mayor presented the certificate in a full-dress ceremony coinciding with the anniversary of Mohammed's becoming a prophet. A local artisan worked months on the frame for the document, creating hundreds of mosiac miniatures, each surrounded by strips of ivory.

The night before Barkley left Gonbad, the townspeople held a farewell party for him, packing the town hall 700 strong. In six years and four months he had bought nothing as a memento; all his money he spent on his students. His last act was to give them what little clothing he owned. He was content to come home with nothing but his memories.

The Iranians wouldn't have that. Unknown to him, several women had been weaving especially for him for months, making the Turkoman rugs that are among the most beautiful Persian rugs. While Barkley stood in complete astonishment, they presented gifts piece by piece — saddlebags, carpetbags, prayer rugs, big rugs, 32 pieces in all. Many have his name woven into them, blended into the design. One woman wove in, "We never forget Barkley."

After he left, the Iranian Council of Ministers voted him a medal, the Development and Progress Decoration, Second Class, "in recognition of the worthy services of Mr. Barkley Moore towards the cause of economic development and the execution of the country's development program." He is the only Peace Corpsman so honored.

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Above: *In Washington, old friends say hello. Senator Humphrey and Joe Blatchford greet former director, Jack Vaughn.*

Celebrations Mark Peace Corps' Tenth Anniversary

Volunteers and staff in Tonga were, as far as we know, the first to celebrate the Peace Corps' tenth anniversary.

On March 1, which came earlier on the South Pacific island "where time begins" than it did in other parts of the Peace Corps world, 300 people attended a late afternoon cocktail party in the Peace Corps office in Nuku'alofa.

Among the many notable guests who joined in marking the event were the Kingdom of Tonga's Crown Prince Tupouto'a and the Prime Minister His Royal Highness, Prince Tu'ipelehake, and Tom Muir, regional field officer for Fiji, Tonga and West Somoa for New Zealand's VSA (Voluntary Service Abroad).

Many hours later, the Peace Corps staff in Washington, undaunted by continuing budget cuts, threw a smashing party in true Peace Corps style. It was a "do-it-yourself" affair with members of the entire agency contributing ideas, time, effort and yes, money. The result was six floors of parties, each with its own decor, music and food.

Officially, it began on the fifth floor where Director Blatchford and staff and Neil Armstrong and members of the National Advisory Council greeted one and all.

From there, guests were given a party guide and were on their own. The "really great" parties were in the regions which created a bit of Africa, Latin America, NANESA and EAP with indigenous food, drink and music.

Mingling in the crowded rooms and corridors were people new and old to Peace Corps—Secretary of State William P. Rogers, Secretary of Management and Budget George P. Schultz, Mrs. Sargent Schriver (representing her husband who was unable to attend), Mrs. Ethel Kennedy, Senator Edward M. Kennedy, former Director Jach Vaughn,

Senator Hubert H. Humphrey, Senator Gale W. McGee, as well as a great many former staffers and Volunteers.

Environmental Programs Increase

An increasing number of Volunteers with environmental skills are being requested by developing countries. Volunteers have been, and are working in forest and watershed conservation, fisheries development, environmental health, wildlife management, and national parks development, but with the growing magnitude of these problems more emphasis is being placed in these program areas.

In recent months Peace Corps has taken several steps to respond more effectively: established a division of Environmental Programs under direction of Bob Poole (former country director in Kenya); joined forces with the scientific and conservation organizations already at work in the developing world, and set up a joint program with the Smithsonian Institute to place Volunteers in environmental programs overseas.

Under the Smithsonian/Peace Corps program, the Smithsonian will recruit from graduate schools applicants with the requisite technical skills for programs it is undertaking in developing countries, and it will establish a continuing recruiting program to provide graduate level Volunteers for projects developed directly by the Peace Corps.

As an aid to both environmental applicants and country directors, Bob Poole periodically compiles a list of available, unassigned applicants with environmental skills. The list is distributed to country directors, who in turn, advise host countries agencies of the skills available. Because of the specialties involved, these placements, on the whole, will be made on an individual basis.

A unique facet of the program is that Volunteers may be assigned to countries which currently have no Peace Corps program. An example is Madagascar which has requested a parks planner to delineate areas suitable for national parks and nature reserves.

At Tonga's anniversary party were, left to right: Elmer Skold, country director, the Prime Minister of Tonga and Tom Muir, VSA, New Zealand.

For environment specialists, the new Peace Corps program opens a fascinating number of opportunities. For example, marine biologists are needed to study the "Crown of Thorns" starfish in Western Samoa and to assess the baitfish availability for a proposed tuna industry. Ghana wants ecologists to study their dwindling elephant herds—data is needed to reconcile the conflicting demands of agriculture, the timber industry and protection of the elephants. Costa Rica plans four new national parks, and has requested 40 Volunteers to work in their development.

Peace Corps/Teacher Corps Begin Joint Program

The Peace Corps and the Teacher Corps have initiated a joint plan for teacher training.

Under the plan, a young person will spend one year in Teacher Corps at home and two years in the Peace Corps in a country overseas. The combined service will lead to a master's degree for participants. Most will specialize in math and science.

The Teacher Corps will train participants with a year's internship in an American school system. Interns serve in teams under experienced teachers in poverty area schools. This experience plus graduate courses leads to teacher certification at the end of the year. Participants will then enter training for a Peace Corps assignment and during their two years, will assist host countries in planning and implementing innovative education programs. This completes requirements for their master's degree.

The first group will begin their Teacher Corps service this summer and will be ready for Peace Corps assignment in the fall of 1972.

New NANESA Director Named

Boston Regional Director John Pincetich is the new regional director of the NANESA Region. A former Peace Corps director in three countries—Nigeria, Micronesia and Malaysia, Pincetich established impressive records in each.

He takes over from Bill Dyal, who left Peace Corps after four and a half years to become the first director of the newly-founded Inter-American Social Development Institute created by Congress some months ago. The new agency could be a forerunner of the new approaches in foreign assistance suggested by the Peterson Commission (July-August, pages 5-8). It will be a public sector corporation operating in the private sector of Latin America in pursuit of social, civic and economic development.

Volunteer Deaths

The number of Peace Corps Volunteer deaths rose sharply over the past year. Since last April, 15 Volunteers have died, bringing the number of Volunteer deaths since 1961 to 75.

Tragedy touched all ages—young AB generalists and older "new direction" Volunteers. Africa was the hardest hit with eight of the 15 deaths.

Although some Volunteers died from illnesses, the largest number resulted from traffic accidents, particularly cycling mishaps. As a result, Washington has urged Volunteers and field staff to review and enforce accident-prevention measures. Volunteers are cautioned to:

- *always wear a helmet when cycling*
- *never go swimming alone*
- *make sure gas water heaters and kerosene heaters are properly ventilated*
- *take prescribed medication*
- *drive at a safe speed*
- *do not drive when overtired or sleepy.*

The following are the 15 Volunteers who died in service to the world's developing people:

David McCarthy of Washington, D.C., died of cancer April 6, 1970, in Honolulu. A graduate of Columbia University, David had been an ag Volunteer in the Marshall Islands.

Judith Bosch of Holland, Mich., died April 29, 1970, in Iran where she and her husband Marc were both Volunteers. Judy, a Volunteer secretary, was a graduate of Grand Valley State College.

Marie Clutterbuck and **Gail Gross,** both Volunteers in Huaraz, Peru, were killed in the earthquake May 31, 1970. Marie was from Campbellsport, Wisc., and was a graduate of Illinois State University. Gail, from Freemansburg, Pa., was a graduate of Moravian College. Both girls, who were in teacher training programs, were buried in Peru.

Daniel Jandorf of Rochester, N.Y., died June 7, 1970, as a result of a motorcycle accident. He and his wife, Robin, were both Volunteer teachers in Malaysia. Dan was a graduate of the State University of New York at Buffalo.

Susan Rodgers of Palo Alto, Calif., died from asphyxiation on June 28, 1970, the result of a hot water heater malfunction. Susan, a Volunteer teacher in Kenya, was the wife of Volunteer Lonny Rodgers.

Paul Overholtzer of Rancho Cordova, Calif., died October 21, 1970, in Mauritius. A 68-year-old retired orchardist, Paul has been in his assignment as an agriculture extension Volunteer only a few months.

David Bogenschneider of Beaver Dam, Wisc., died about November 18, 1970, while swimming alone. He was on vacation from his assignment as an ag Volunteer in Kenya. David was a graduate of Platteville State University.

Joseph Nonnemaker, a retired dentist from Washington, D.C., died of a heart attack on Yap island while preparing to be Santa Claus for a Christmas Eve party at his site. He was a special placement dentist in Micronesia.

Ronald Kuhn of Syracuse, N.Y., drowned January 9, 1971, while swimming alone in a river near his site. A Volunteer in Sierra Leone, Ronald was doing curriculum development work for the Ministry of Education. He was a graduate of LeMoyne College.

Linda Manke of St. Paul, Minn., died January 29, 1971, when her motorcycle was struck by a local bus. Linda, a registered nurse, was a nursing instructor Volunteer in Kenya.

Kalman Hahn, of Portland, Ore., died as a result of a motorcycle-auto accident on February 21, 1971. A graduate of Claremont Men's College, Kalman was a math teacher in Ghana.

Terry Lawyer of Bliss, Id., died in a motorcycle accident February 19, 1971, in Togo. A graduate of the University of Washington, he has just begun his third year as a rural development Volunteer.

Philip Holland of Arvada, Colo. died of meningitis February 27, 1971. An ag extension Volunteer in India, he was a graduate of the University of Alaska.

Agatha Thornton of Norman, Okla., died of malaria March 27, 1971. Mrs. Thornton had taught school for 31 years before she joined the Peace Corps. She was assigned as a science teacher in Liberia.

switchboard

Free swimming suits are available for the asking for Volunteers (and staff members) who are working in physical education or swimming programs overseas.

According to Glenn Randall, director, Peace Corps/Sports Corps, the offer stems from a "People-to-People" Sports Program coordinated by *Swimming World* magazine. Quantity orders will be honored. Send your request stating number, size, color, male or female to:
Swimming World
12618 Killion Street
North Hollywood, Calif. 91607

Genoa Godbey of the Personnel Section, tells us that some 40 Volunteers and Returned Volunteers who are Defense Education Act participants, are failing to renew their request for deferment of repayment of student loans.

Those of you who completed OE-Form 1120, "Request for deferment of repayment because of Armed Forces, student, Peace Corps, or VISTA status," at the training site when you entered Peace Corps, must renew this request annually. You will save yourself money problems, if you follow this procedure:

1. Obtain the OE-Form 1120 from your country director. Complete the form and return it to the director. He will certify it and forward it to the lending institution. You should submit this request at least a month prior to the renewal date.

2. Notify the lending institution immediately when you terminate your Volunteer service. Your Description of Service is proof of your termination date.

Active Volunteers—If you have received a renewal form from a lending institution, complete and forward it to your country director for certification. He will send it to the lending institution.

Inactive Volunteers—Your Description of Service is proof of your termination date. If the lending institution will not accept this, you should complete OE-Form 1120 and forward it to Volunteer Records, Division of Personnel, Washington, D.C., for certification and forwarding to the lending institution.

Heading Home? Contact the Office of Returned Volunteers for help in developing jobs and career opportunities. An ORV Career Development Officer can offer useful guidance regarding present conditions and trends in specific fields. This offer extends to overseas (and Washington) staff as well, since occasionally ORV learns of positions which require extensive experience and/or professional qualifications.

From Cameroon, Volunteer Jim Fesko reports a friend seriously hurt in an auto accident needed blood. Jim, surprised that most of the people who came to donate, and Volunteers he queried later, did not know their blood type asks "why can't (in the case of Volunteers) blood types be listed on the last page of the WHO card when trainees get their prophylactic shots?"

We asked Dr. Roger W. Clapp, PC/medical director, who tells us that Volunteers may ask country directors for their blood type and record it in their yellow book. He points out, however, that it is a rare doctor who will accept even a documented blood type without checking it first.
This takes one or two minutes and can be done in the field. Dr. Clapp adds that in a number of Peace Corps countries, Volunteers have banded together to form mobile blood banks. But, he notes, a large percentage of Volunteers, as is true of any group, do not follow through and contribute blood.

While a Volunteer in Malaysia, Arthur Eith worked with swine and poultry nutrition and management and set up a feed mill. Noting there was little information in this area, he developed an animal feedstuffs handbook which he presented to the Malaysian Government when he terminated. The handbook contains feed composition tables, recommended poultry, swine and cattle rations, destruction rates of fat soluble vitamins in mixed feed and fat breakdown rates. Arthur offers to share his knowledge and will be happy to correspond with anyone working in these areas. You can get in touch with him by writing:
Arthur Eith
825 W. Madison Street
Platteville, Wis.

Mrs. Susan R. Hammerman, program specialist with *Rehabilitation International,* tells us that many Volunteers active in programs for the physically and mentally handicapped have been in touch with her organization for help in finding technical materials and sources of assistance. In many instances, she says, the organization has been able to suggest people and organizations conducting similar projects in neighboring cities and countries who could be of direct help.
Mrs. Hammerman, a Returned Volunteer, adds that her group will be happy to assist Volunteers in any way it can. Write:
Rehabilitation International
International Society for
Rehabilitation of the Disabled
219 East 44th Street
New York, N. Y. 10017

No sooner was George Gremse, Colombia, added to the Volunteer staff of correspondents, than his first contribution arrived in the mail. It is a list of reference items—catalogs, publications, information which are free unless otherwise indicated. George's list:
LATIN AMERICAN RESEARCH BRIEFS. Land Tenure Center, University of Wisconsin, 310 King Hall, Madison, Wis. 53706. Briefs cover socio-economic research progress and findings in Latin America and deal mainly with agriculture and marketing. Although they sound imposing, they are clear and easy to understand.

GUIDE TO CORRESPONDENCE STUDY. University of California, Extension Service, 2223 Fulton St., Berkeley, Calif. 94702. Booklet lists colleges and universities which offer courses by mail. Most are on an international basis.

KNOW BEFORE YOU GO (custom hints for returning U.S. residents); SO YOU WANT TO IMPORT A PET; AUTOMOBILES IMPORTED INTO THE USA, AND RATES OF DUTY FOR POPULAR TOURIST ITEMS. Office of Information & Publications, Bureau of Customs, Department of the Treasury, Washington, D.C. 20226. General information leaflets.

CATALOG OF FAO PUBLICATIONS. Distribution and Sales Section, Food and Agriculture Organization (FAO), Via delle Terme do Caracalla, 00100 Rome, Italy. Catalog is available in English, French or Spanish as are the publications (latter are for sale).

NASCO CATALOG. NASCO Industries, Inc., Fort Atkinson, Wis. 53538. One of the largest and best known agricultural dealers will send a copy of each of its catalogs free to Volunteers. *Farm and Ranch* contains endless items for general agricultural use, and *Agricultural Science* has films, models and many teaching aids. Both are worth having just to get ideas.

TRANSPORTING LIVESTOCK OVERSEAS BY AIR. U.S. Department of Agriculture, Agricultural Research Service, Hyattsville, Md. 20782. Information on regulations and procedures for shipping livestock by jet cargo. Some data and suggestions could be adapted by Volunteers for in-country transport of livestock.

NUTRITION NOTES. United Fresh Fruit and Vegetable Association, 777 14th St., N.W. Washington, D.C. 20005. Available only to those with professional interest in nutrition, including science, home economics and health teachers. Technical notes from scientific literature written in a non-technical style.

Also available on request:
COMMUNIQUE—newsletter published by Regional Council for International Education, 1101 Bruce Hall, University of Pittsburgh, Pittsburgh, Pa. 15213, Editor: David Hoopes. Council is a clearinghouse for information about intercultural communications programs, research and writing. Purpose of this activity and the newsletter is to stimulate interest in and knowledge of intercultural communications programs.

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survival

by Margot Higgins
Guest Editor

I read with interest the article on nutrition in the recent *Volunteer*, and agree that hitherto not enough has been done by the Peace Corps to inform Volunteers on this vital subject. The information given in the Health Handbook is good as far as it goes, and Peace Corps doctors certainly try to persuade Volunteers of the necessity of hygiene in food handling. But this won't get a good, well-balanced meal on the table.

Your effort to fill this information gap is, therefore, commendable, but what you actually said is misguided, misleading and will probably do more harm than good. It is based on the myth, accepted by a large section of the American public, that the American dietary pattern, with its high consumption of meat and milk or milk products, is essential to health. This is false and has been abandoned by most nutritionists.

Nutritionists also admit now that the daily protein requirements (whether from animal or vegetable sources) as given by the Research Council of the National Academy of Sciences for "healthy U.S. citizens" are probably overstated. We now recognize that a mixed diet containing little or no meat or milk can be equally efficient in maintaining health, growth and energy. Such a diet also avoids the danger of excessive consumption of saturated fats, one of the health hazards in our current way of living.

The "desirable" diet you suggest—specifying 8 to 12 ounces of meat and 2 cups of milk per day—has three major drawbacks:

- Medically, it is unnecessary and may even be undesirable;
- Practically, it is unattainable in most Peace Corps situations. Few villages can provide this sort of diet. And you don't need it. So don't worry!
- Culturally, it is isolationist. No developing country has a feeding pattern like this. Even in countries where protein intake is adequate, or nearly so, people derive 80 per cent or more of their protein from vegetable sources. If Volunteers insist on trying to maintain a dietary pattern totally different from that of their host country they will impair their communication with its people.

Dietary Training Needed

In training, prospective Volunteers are taught to be aware of and sensitive to social, cultural, economic and political features of the host country's life style. One is warned against transgression in such matters as religious observances, relationships between the sexes, attitudes toward authority and so on. Why is one not also taught, in depth, about adjusting to the dietary pattern of the host country? That pattern may need to be adapted and improved to a certain extent: an American is usually taller and heavier than his host country counterpart and may need a greater intake of some foods. He may not have the capacity to consume large quantities of cereal foods at one sitting, as is done in the Far East. But he should be able to satisfy the demands of health and hunger by eating local foods and following local cooking methods, without recourse to PX's, imports or other luxuries not available to his counterparts.

Admittedly, villagers or urban slum dwellers often have a deplorable diet, but this is due primarily to poverty; the "rich peasant" eats well. I've had meals in villages in Turkey, Indonesia, Colombia, Afghanistan and many other countries which were nutritionally sound and well-balanced (as well as delicious), although my hosts or their cooks knew nothing of the science of nutrition. They *did* know what foods were available locally, however, and they know how to cook them. This is what Volunteers should be encouraged to learn. They can be taught during training (not by doctors or U.S. dieticians, but by cooks who know the local cuisine) or via a basic cookbook specially written for each country and preferably double checked by a qualified nutrition advisor. I wrote one for Turkey. It was quite a demanding job, but people tell me it works for them.

Sources of Protein

It would take too much space to list all the alternative forms of protein which can be used to compensate for a shortage of meat and milk in a typical diet and to give instructions for preparing them. But here are some suggestions.

Dried legumes are the most important and most widely available. In most countries, at least five or six varieties can be found in the bazaar. The Indian Council on Medical Research lists 22 in its tables. Among these are beans, peas and lentils, which come in all shapes, colors and sizes. In the Far East and Southeast Asia, one also finds various preparations made from cultured or fermented soy beans, which resemble curd or cheese in texture; these are a good source of high-grade protein. Legumes have several advantages: they are cheap, comparatively easy to prepare, and they combine well with other foods and seasonings.

Although the average protein content of cooked legumes is one-third or less that of cooked meat, the ratio between calories and protein is comparable. One hundred grams of cooked meat will provide you with 25 to 30 grams of protein. But it will also contain 300-400 calories. One hundred grams of cooked legumes will provide approximately 8 grams of protein, but only 100 to 125 calories. Many people think that dried beans are "nothing but starch" and will make them fat. Not true.

Another source of high-grade protein is nuts and seeds. Cashews, pine nuts, peanuts, walnuts, pistachios, sesame seeds, sunflower seeds and egusi are roughly 15 to 20 per cent protein (much higher if they are defatted). It is the custom in several countries to add nuts to a rice pilaff (pine nuts in Turkey, pistachios and almonds in Afghanistan, cashews in India). There are also side dishes and condiments which are made with crushed or pounded nuts. An Indonesian specialty is a mixed vegetable salad covered with a highly seasoned peanut mixture. In Turkey, they mash walnuts with garlic and breadcrumbs and serve them as a side dish or a sauce. These are the sort of nutritional folk wisdom which is frequently found even in quite primitive and uneducated communities. They show such resourcefulness, quite aside from being good and good for you, that we are missing a trick if we don't add them to our own culinary repertory.

Investigate and sample the forms in which milk is locally available, even if you can't get safe fresh milk. Most countries produce some form of cheese, and if you don't like it as is, you can melt it, fry it, add it to other foods or mash it up with condiments and seasonings and make it palatable.

Make-it-Yourself Yogurt

The same goes for yogurt and curds. Yogurt is just about the safest way to consume local fresh milk, since its preparation requires a preliminary scalding, the equivalent of pasteurization.

You can make your own, it's not difficult. I have been told that you can provide yourself with a "starter" (the yogurt bacillus) if yogurt is not available. You soak pieces of cheesecloth in yogurt, then dry them in the sun. These can be packed up and carried around for an almost indefinite period. The bacillus becomes live again when the cheesecloth strips are soaked in scalded milk. Apparently Turkish countrywomen carry these yogurt cloths with them when they migrate to another region, not trusting the quality of the starter which will be available there. I have not tested the method, and would be glad to know if anybody has firsthand information about it.

You may also find unfamiliar forms of meat, fish and eggs. Try to rid yourself of hangups about them. Goat meat can be excellent if carefully cooked; so can horse meat. Dog meat is listed on university cafeteria menus from Korea. If it's accepted by Korean students, why not by us? Eel and snake meat can be good, and an even more nutritious form of food (because the bones are edible and rich in calcium) is provided by the small whole salted and dried fish which are a widely-known food in parts of Africa, in Korea and in the South Pacific. Indonesian markets have dozens of different kinds of them, and they are a staple side dish in parts of India.

Eggs need not necessarily be hen's eggs. Many other kinds are edible, including those of wild fowl. If you find them too strong or gamey in flavor (even duck's eggs have a stronger flavor than chicken's), then hard boil them, cut them up and use them in a spicy sauce or gravy. It is not essential for eggs to be eaten when fresh. They should be fresh when cooked, but after that they can be

pickled, smoked or cured in various ways to preserve them.

Keeping Eggs

Shelled hard boiled eggs can be kept successfully for many weeks by putting them in a glass or pottery crock and pouring boiling hot vinegar over them, with or without spices such as peppercorns, bay leaf, mustard seed, etc. These used to be a standard feature on the counter of old fashioned British pubs. They do not need refrigeration, provided they are submerged in the vinegar. A fertile egg has a slightly stronger flavor than a sterile one, just as whole, fresh cow's milk has a stronger flavor than pasteurized, homogenized bottled milk. It just takes a little while to get used to it. It may take longer, however, to accommodate to the texture and flavor of a whole fertilized chick eaten raw from the shell which is a delicacy in parts of Southeast Asia.

Do not underestimate the protein content of basic cereal staples. Corn, rice, barley, oats, millet and wheat in its various forms (flour, bulgur, pasta, couscous, semolina, etc.) all contain protein. Uncooked, the content varies from about 7 per cent to about 15 per cent; after cooking there will be more variation, according to how much water they absorb in the cooking process. Cassava (yucca, tapioca, manioc) is considerably lower in protein value, as is sago; so are yams, plantains and bananas, all basic staples in some countries. Each of them does, however, contain some protein, even if in inadequate balance.

Don't get into a panic about "nothing but starch." There are several reassuring points to remember:

- Many adults, especially in the Far East and Southeast Asia, live on a diet which is 70 to 80 per cent rice, without developing deficiency diseases.
- A high protein intake is considerably less important after growth is completed, and Volunteers are, by definition, adults. Protein requirements are high, of course, during pregnancy and lactation; so if you cannot be sure of an adequate diet in your site, wait till you go home to get pregnant.
- Remember that although your diet may appear to be higher in calories because of greater carbohydrate intake, this is usually compensated by a reduction in fat intake, especially in the "invisible" fats contained in the meat, eggs, milk, cheese, ice cream, etc. of a typical American diet.
- If you have reason to believe that your diet really *is* higher in calories than you are accustomed to at home, take into consideration that you are probably using more calories, by greater physical exertion, by walking because there is no subway, by sweeping or scrubbing floors because you have no labor-saving devices. In most developing countries caloric deficiency is a greater hazard than protein deficiency (this has been stated officially by one of India's greatest nutritionists). If your caloric intake is inadequate, your protein intake will be depleted even further to compensate for it.
- You don't have to accept as a law of nature that "Peace Corps men get thin, Peace Corps women get fat," which one could call the Jack Sprat syndrome. The men get thin mostly because they are uninformed, helpless or uninterested about food and nutrition; the women get fat, in many cases, because they work off their job frustrations by cooking gooey cakes and desserts and then being their own best customers. Both need better information.

Do the best you can to get yourself a healthy, diversified diet. Learn the local foods and recipes, and then relax. Being angry or guilty or bored or hurried with food is one way to make sure it won't do you as much good as it should. And if there are things you don't enjoy, or if you feel sudden cravings for steaks and french fries, or if you have indigestion or the trots from time to time, it isn't the end of the world.

Keep things in perspective, and remember that if you do manage to maintain a sensible diet, one of the fringe benefits may well be a more cheerful disposition. One of the symptoms of malnutrition which doctors most frequently note among children is peevishness, irritability, "crying without tears." Who needs it? If any readers are interested in specific information or recipes, please write and I'll do my best to supply them. I would also be most grateful for any cookbooks compiled by Volunteers about regional cooking to round out my collection.

Margot Higgins joined the Peace Corps at age 57 after her youngest son graduated from Harvard. She served in Turkey from 1965 until 1967, first as a TEFL teacher, later in a nutrition-food service assignment. She is currently nutrition advisor to the Program Department of CARE. Volunteers wishing to correspond with her on matters of food and nutrition may write:
Margot Higgins
CARE, Inc.
660 First Avenue
New York, N.Y. 10016

media

Communicating with Villagers: Using the Tools

By Sanford Danziger, M.D.

The previous article (September-October issue) described an inexpensive, portable, battery-powered slide and filmstrip projector which has proven useful in Peace Corps' work. Power sources and ways to draw or otherwise produce strips were suggested. Since it is too early for the majority of Volunteers to have access to such a projector, the simple details of actual filmstrip productions will be covered later. This article discusses the advantages and specific uses of such a medium of communication.

Experience in the field and at the Peace Corps Escondido Development and Training Center has shown that there are important uses for the filmstrip in virtually every type of development program in which Volunteers are now involved. The advantages are almost without limit. Here are some:

**Attractive to Audience:* Pictures projected in a darkened place irresistibly attract and hold an audience. A projected image is large and bright. And when the pictures are of local people, the audience immediately identifies with the actions and the message.

The only other audio-visual aid with similar impact is the motion picture, and Volunteers know the incredible problems its use involves: dependence on external power sources, breakdowns, lack of spare parts, scarcity of relevant films and expensive projectors.

**Inexpensive:* A filmstrip and slide projector system costs little to operate. The initial purchase cost is low and you can produce your own hand-drawn filmstrips for less than five cents apiece. You can photograph and arrange your own slide sequences for a moderate sum (which will vary from country to country).

There are also a large number of "regular" filmstrips available throughout the world, priced from one to two dollars apiece. At Escondido, we reviewed many of these and have listed those relevant and useful in a 22-page zeroxed catalog. Copies are available free by writing me at the address below.

The catalog's one weakness is that most of the filmstrips are from Latin America. We lack information on materials available in other regions. We plan to revise the catalog in a few months. If you have information about filmstrip titles or distributors in Africa, NANESA or EAP, we would like to include it.

**Flexibility:* Unlike movies, filmstrips can be stopped on any frame. This allows time for full discussion of each picture and permits an audience to absorb its details.

Filmstrips, of course, can also be run backwards to reemphasize a point or make a comparison. Frames unsuitable for a particular audience can simply be skipped.

**Portability:* The Crusader projector with batteries weighs only a few pounds. Filmstrips are light and can be mailed at a small cost. Their compactness makes it possible for an extension worker to carry several in his shirt pocket as he travels from village to village.

**Simplicity:* Little or no instruction is necessary to use the battery projector. It has few parts; little can go wrong. Maintenance is no problem.

**Adaptability:* One filmstrip or slide set can be adapted to serve many different audiences simply by altering the accompanying script. For example, one strip might emphasize the "why" of a given health procedure, while another stresses its "how", depending on the particular motivations and interests of your audience.

Pictures in a filmstrip which do not apply to certain groups can be blocked out with ink, magic marker, paint or by your hand held over the projector lens. Using such techniques, strips intended for other countries often can be adapted for your own use.

Another good way to "tailor" a strip to individual sites is to show a few locally made slides—perhaps your own—on the same topic, before and after the filmstrip.

"Sound strips" offer an outstanding opportunity to present an idea or tell a story with more dramatic effect. Your script can be read into a tape recorder by a host country national, or better yet, put into the form of a dialogue between two or more local people. Local music and even simple sound effects can be added, along with a sound cue to signal the proper time to advance the filmstrip.

Such "sound strips" never lose their recorded freshness and spontaneity, and are especially useful to Volunteers recently arrived in-country and weak in language ability. Casette tape recorders are sold in the United States for under $30.

How To Use a Filmstrip System.

There are many ways to use a battery-powered filmstrip system in Peace Corps programs. Here are some that have been tried by staff members and Volunteers:

- *Health Programs:* to focus a villager's awareness on the problem, generate interest and motivation at family or community levels; to show specific measures which can be taken; to illustrate various services offered by the host country agency; to present pictures of local people who have successfully utilized the agency's service and materials.
- *Agriculture Programs:* to show the "before" and "after" of agricultural methods, or the "right" and "wrong" of certain techniques; to publicize groups (co-ops for example) to attract more members; to give recognition to innovators of new practices or projects; to spread awareness of innovations.

The ideal extension method is, of course, to bring all nearby farmers to see the fields of a small farmer who has been successfully using a new method. Since this is seldom possible, the next best thing is to show photographic slides of the farmer standing among his

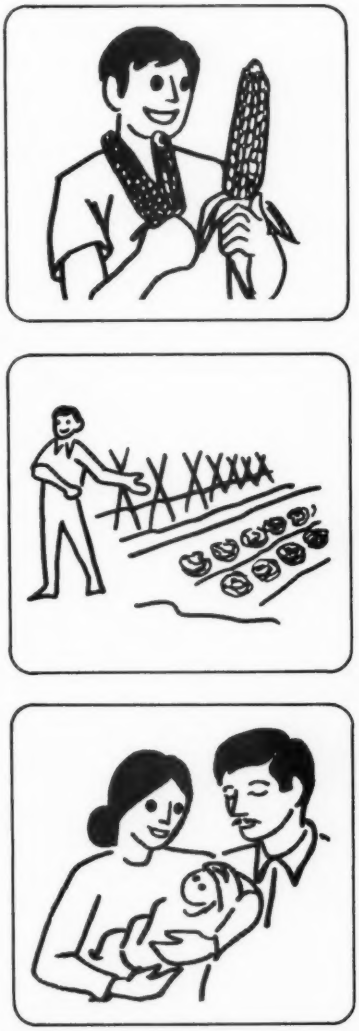
larger plants. Better yet, record him on tape describing his use of—and even problems with—new methods.

- *Community Involvement Programs:* to attract people to meetings; to present problems at hand; to stimulate discussion and participation; to show local resources; to illustrate how other villages or regions have attempted solutions.
- *Education Programs:* The uses of the slide/filmstrip projector in formal education programs are too numerous to list. It should be mentioned, however, that drawing on plastic sheeting allows the projector to act as a small "overhead" projector. It is also possible to quickly "projection trace" large maps, charts, etc., onto the blackboard or paper. The projector and battery are also useful in demonstrating and teaching optics, electricity and light.
- *All Programs:* Volunteers have said that an excellent way of introducing themselves to their towns is to show slides of their families, home town and neighborhood. Others have noted that the projector enhances their credibility in the host country agency, and that they were gratified to be able to introduce this tool—especially since it is inexpensive enough for the agency to purchase for its own personnel.

The Peace Corps recommended Crusader *projector, with plastic carrying case and examples of compatible materials.*

A standard filmstrip is inserted into the projector. In the foreground, a photographic slide and a five-frame, hand-made plastic filmstrip demonstrates several do-it-yourself techniques suitable for Volunteers.

The first frame of the strip consists of a standard photographic slide—minus cardboard mounting—taped directly to plastic backing. The second and third frames (from left), have been hand drawn directly on the plastic with a magic marker. The fourth and fifth frames consist of pictures "lifted" by scotch tape from newspapers and magazines.



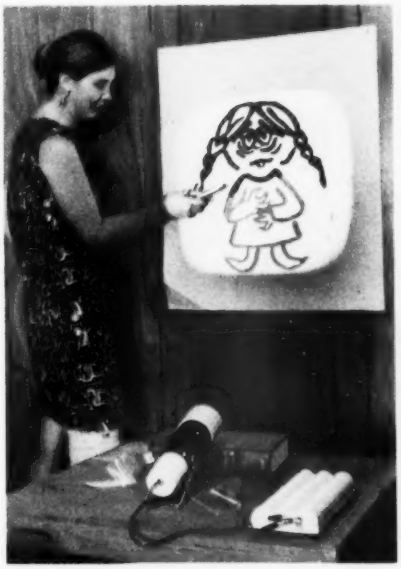
Filmstrips can be made by tracing drawings like these onto strips of plastic. Use India ink and a "dip" pen.

The message of a filmstrip can be made more effective if it is disseminated through several media. Once your script is ready, it is not difficult to prepare some of the following aids:

- Posters to announce the showing
- A written introduction to the strip
- Tape recorded script
- Questions to stimulate discussion after the showing
- An illustrated take-home (mimeographed) pamphlet.

The idea, of course, is to present the same pictures and the same message in as many media as possible. Illustrations for posters and pamphlets are easily "projection traced" from your filmstrip or slides as discussed below.

Posters, in particular, are quickly produced by projecting a slide (photographed or hand-drawn) on a large piece of paper. By tracing around the pro-



A Volunteer demonstrates how the projector can be used to prepare posters from filmstrip drawings.

jected image, an "instant" poster is produced. A filmstrip can be made into an "instant flipchart" in the same way (see photo).

As illustrated in the last column, one can make hand-drawn strips with pen and India ink on any clear plastic material. To facilitate drawing, a "tracing booklet" can be produced by the country Peace Corps office or the host agency office. The *World Neighbors*, a private international development organization, has already produced one, containing pictures of relevance to agriculture, health and family planning. The booklet is available at no charge from World Neighbors (see address below).

Another way to obtain hand-drawn filmstrips is to enlist the help of a local artist in your town. They are often glad to help and intrigued to see their work shown through this new medium.

Entertainment should not and cannot be separated from education, and the filmstrip projector is an ideal way to combine the two. Here are some of the ways it can be used.

- Illustrating legends narrated by the local story tellers
- Projecting drawings made by school children for their own, as well as their parents' entertainment
- Providing accompanying pictures for local music groups, especially during festivals
- Providing the light source for a shadow play or shadow puppet play by shining projector on a sheet from the rear
- Projecting live moving insects; it's delightfully scary to see them projected large on the wall

Volunteers undoubtedly have their own thoughts on specific uses for such a projector system. We would like to have your suggestions. We will answer questions regarding anything in this series of articles.

Sandy Danziger served as Communications Coordinator of the Peace Corps Training and Development Center at Escondido, until that operation was closed earlier this year. In coming months, he will be working with World Neighbors, helping perfect a number of the techniques for audio-visual communication in rural villages.

He is anxious to correspond with Volunteers and will answer queries from the field. If you have questions or ideas, write:

Sandy Danziger, M.D.
c/o World Neighbors
5116 N. Portland Avenue
Oklahoma City, Okla. 73112

There are three battery-operated projectors currently on the market which are suitable for Volunteer use.

Here they are:

**Crusader projector:* single units cost $15 each. If ordered in bulk, as many Peace Corps and host-country agencies have done, the price drops. 24 or 48 units cost $10 each. 72 or 96 units cost $8.50 each. Except for single units they must be ordered in multiples of 24. Since we first listed this in the Media column (September-October, page 27), we have learned that A.I.D. has ruled no material similar to the Crusader projector is available in the United States. In a special circular, the Agency has said its overseas workers may order directly from Hong Kong. Cash or checks (made out to ESB, Incorporated) should be sent to R.A. dos Remedios, Export Manager, Ray-O-Vac International Corporation, 604 Chartered Bank Building, Hong Kong, B.C.C.

**Mighty-Mite filmstrip projector:* cost is approximately $30. Mitchell Art Productions, 4435 West 58th Place, Los Angeles, Calif. 90043.

**Give-a-Show projector:* cost is approximately $2. This is primarily a toy projector. Kenner Products Company, *912 Sycamore Street, Cincinnati, O.* 45202.

James T. Shaver, a former Volunteer in Kingsville, Md., however, suggests a cordless projector manufactured by Chespa Sales. The Chespa device runs on three "D" size batteries and take either 35mm. slides (2" x 2") or film strips.

The cost in the United States is $8.95 postpaid (batteries not included). For further information write:

Chespa Sales
P.O. Box 117-T
Barrington, N.J. 83007

Volunteer

Please print all information in capital letters on the lines and inside the boxes provided. Place only one letter or digit in a box. Leave a blank box between words. Abbreviate as necessary.

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